Namibia - Regional Study and Resource Center

Report generated on: July 22, 2016

Visit our data catalog at: https://data.mcc.gov/evaluations/index.php

Overview

Identification

COUNTRY
Namibia

EVALUATION TITLE
Regional Study and Resource Center

EVALUATION TYPE
Independent Performance Evaluation

ID NUMBER
DDI-MCC-NAM-IE-EDU-2014-v2

Version

VERSION DESCRIPTION
Not applicable to this evaluation; no quantitative data to be shared

Overview

ABSTRACT
This performance evaluation will employ a combination of quantitative and qualitative approaches to answer questions related to the relevance, effectiveness, and sustainability of MCC's Regional Study and Resource Center (RSRC) Activity in Namibia. The results of this evaluation are expected to inform ongoing operations at the RSRCs and influence the design and implementation of RSRCs planned for other regions of Namibia. Evaluation questions include the following:

- Was the MCC investment implemented according to plan?

- What types of resources and programming are RSRCs providing?

- Who uses the RSRCs and what do they do?

- Do students, job seekers and business people report outcomes such as improved test scores, job seeking and acquisition, and business creation and enhancement as a result of using the resources provided by RSRCs?

- How sustainable are the RSRCs?

- How active is leadership in promoting and achieving the vision of the RSRCs?

- What is the influence of the RSRCs beyond their walls?

EVALUATION METHODOLOGY
Ex-Post

UNITS OF ANALYSIS
Individuals

TOPICS

Topic	Vocabulary	URI
Education	MCC Sector	

KEYWORDS
Namibia, Education, Libraries, Performance evaluation

Coverage

GEOGRAPHIC COVERAGE
The three RSRCs are located in:

- Oshakati (Oshana Region)

- Helao Nafidi (Ohangwena Region)

- Gobabis (Omaheke Region)

UNIVERSE
Targeted participants of the three RSRCs, including children, secondary students, business people, general community members, and other populations. With the exception of a few educators, all evaluation participants will be familiar with the RSRCs; non-user interviews are beyond the scope of this evaluation.

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

Name	Affiliation
Technology & Social Change Group at the University of Washington Information School	Independent Evaluator

FUNDING

Name	Abbreviation	Role
Millennium Challenge Corporation	MCC	

Metadata Production

METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Millennium Challenge Corporation	MCC		Review of Metadata

DATE OF METADATA PRODUCTION
2016-05-15

DDI DOCUMENT VERSION
Version 2 (May 2016)

DDI DOCUMENT ID
DDI-MCC-NAM-IE-EDU-2014-v2

MCC Compact and Program

COMPACT OR THRESHOLD
Namibia Compact

PROGRAM
As part of its Compact with the Government of Namibia, the Millennium Challenge Corporation (MCC) funded the Regional Study and Resource Center (RSRC) activity. The RSRC activity constructed and developed programming for three RSRCs with accompanying mobile units. The entire Compact is $304.5 million, of which the budget for this activity is $20.8 million. The Regional Study and Resource Centers have been designed as major new resources in each of the three initial locations. Their design, collections, staffing, and areas of emphasis are meant to offer a range of specific services and activities to patrons and in their communities, to highlight the importance of literacy and learning to every age and income level, and to signal the urgency of promoting a "learning culture" throughout the entire country. If the RSRCs succeed in achieving their aspirations, their successes should be apparent in the lives and activities of their patrons, in their communities, and in Namibia more generally.

MCC SECTOR
Education (Edu)

PROGRAM LOGIC
The RSRC program has operational and service components. The operational component includes the actions required to launch the RSRCs and keep them running. Relevant inputs include funding from MCC, technical assistance through contractors, existing administrative and library resources provided by the Namibia Library and Archives Service, and the efforts of the Millennium Challenge Account Namibia. Operational activities and outputs are grouped into six areas: staff, IT and equipment, facilities, collections, leadership, and mobile library units. Each of these areas is tied to one or more operational goals; and the extent to which operational goals are achieved will constrain or enable activities in the more patron-centered service component. The RSRC's service component is organized around the following areas: School library services; Business and research information services; Children's library services; and User and outreach services, Mobile library unit services, and Regional records center and archival access point services. Service-oriented inputs flow from the outputs of the operational component. Service outcomes are grouped into three levels: immediate outcomes (i.e., the extent to which people use and find value in the RSRCs), intermediate outcomes (i.e., changes in patrons' knowledge, attitudes, and behaviors, within the timeframe of the evaluation), and long-term outcomes (i.e., larger-scale changes detectable locally, regionally, or nationally).

PROGRAM PARTICIPANTS
The three initial RSRCs are located in: Oshakati (Oshana Region), Helao Nafidi (Ohangwena Region), Gobabis (Omaheke Region). Expected users of these RSRCs have been organized into the following groups: 1) Children (pre-primary through primary) 2) Students (secondary through tertiary) 3) Business people (job seekers, SMEs, entrepreneurs) 4) General community members (for reading, IT access, information needs in health, e-government, agriculture, etc.) 5) Other specific populations (e.g., adult learners, distance learners, IT learners, disadvantaged groups)

Sampling

Study Population

Targeted participants of the three RSRCs, including children, secondary students, business people, general community members, and other populations. With the exception of a few educators, all evaluation participants will be familiar with the RSRCs; non-user interviews are beyond the scope of this evaluation.

Sampling Procedure

The sampling strategy is designed to capture data that represent the expectations and aspirations of the RSRC designers and implementers, and data which is of maximum utility going forward.

The sample sizes for each data collection method are estimated based on current knowledge of the program, target participants, and the types of analysis to be undertaken. In some cases, a triangulation of methods (e.g., surveys, panels, interviews, observation) leads to a somewhat lower estimated number for a specific method than if one of the triangulating methods were eliminated.

Questionnaires

Overview

The evaluation has surveyed 23 key informants using a pre-interview questionnaire and a semi-structured interview guide. The questionnarie and guide focused on ascertaining the status of the three RSRCs at the end of September 2014.

Data Collection

Data Collection Dates

Start	End	Cycle
2015-03-28	2015-04-15	Component 1

Data Collection Mode

This performance evaluation will employ a combination of quantitative and qualitative approaches and incorporate administrative data from the Namibia Library & Archives Service (NLAS). The evaluation will employ the following methods: Quantitative methods: 1) Patron surveys 2) Panel studies 3) System data Qualitative methods: 1) Semi-structured interviews with staff, educators, government officials, and other key informants 2) Focus groups 3) Observations 4) Media analysis 5) Administrative data

Data Collection Notes

Data collection for Component 1 was conducted between March 28-April 15, 2015 and consisted of key informant interviews with key stakeholders of the RSRC Activity. All interviews were conducted by members of the evaluation team.

Questionnaires

The evaluation has surveyed 23 key informants using a pre-interview questionnaire and a semi-structured interview guide. The questionnarie and guide focused on ascertaining the status of the three RSRCs at the end of September 2014.

Data Processing

No content available

Data Appraisal

No content available